



EDCI 554: Methods of Teaching Social Studies & Integrating Fine Arts in the Elementary Classroom Spring 2013

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Promoting Learning Development Across the Lifespan

Elementary teachers need sufficient content knowledge in the core disciplines and processes of social studies, skill in using a variety of teaching and assessment strategies, and the ability to locate, evaluate, and use appropriate resources. As essential as all of this is, social studies can be brought to life only when teachers themselves have positive attitudes about social studies. If teachers understand the importance of social studies in the early years, they are more likely to transfer their enthusiasm for social studies to their students.
 (National Council of Social Studies)

Teaching social studies can be an overwhelming endeavor that is fraught with difficult decisions, yet is ultimately a very important and exciting part of your curriculum that can awaken students' creativity, curiosity, and community spirit. This course emphasizes a quality social studies and fine arts curriculum and instruction that is rooted in the traditions of democratic, social justice, and place-based education. Ultimately, we will think through what social studies we should teach, why we should teach it, how we should teach it, and how we should try to find out what students are learning.

CLASS WEBSITE

<http://www.elementarysocialstudies.weebly.com>

TEXT

Parker, W. (2012). *Social Studies in Elementary Education* (14th Edition). Boston: Pearson.
 (**Recommended** for EDCI 554:001 and EDCI 554:002, **Required** for EDCI 554:615)

COURSE CATALOG DESCRIPTION

Focuses on the design and delivery of standards-based integrated curriculum centered on the social sciences. Includes integration of fine arts and examines the central role of the arts in learning. Field experience is required. **Prerequisite(s):** Admission into elementary education graduate program; must be taken in programmatic sequence.

LEARNING OUTCOMES

After participating in this course, students will be able to:

- A. Understand the standards, objectives, subject matter, and materials of elementary social studies instruction.
- B. Address standards in instructional planning; know and explain the key elements of the national social studies and arts standards and the Virginia standards of learning in social studies.
- C. Develop high quality, integrated lesson and unit plans for social studies that are based on inquiry and "big ideas" and include the arts, other subject areas, and technology.

- D. Identify and use a variety of instructional strategies and resources for teaching social studies lessons and integrating the arts.
- E. Examine issues related to multiculturalism and their relevance to teaching elementary students and differentiate for culture, ethnicity, and race.
- F. Apply multiple intelligence theory to instruction and differentiation.
- G. Describe the central role of the arts in learning.
- H. Design and use multiple, authentic assessments.
- I. Relate the development of classroom learning communities to student learning and civic participation in a democracy.

COURSE EXPECTATIONS:

Below is a list of five expectations you should have of me as much as I will have them of you. These probably go without saying, but you never know...

1. BE PRESENT

If you are planning on being absent or have an emergency, please contact me by email before class. **Missing more than one class period or missing any class without contacting me will affect the participation portion of your grade and may warrant further administrative action.** We only meet once a week, so our time together is very important.

When you are in class, I expect you to be mentally as much as physically present by being attentive and engaged. Cell phones are for emergency use only – no texting or phone calls during class time. I encourage you to bring laptops, and will ask you to open them when only their use is appropriate or necessary.

2. BE THOUGHTFUL

We will be grappling with many difficult questions throughout the semester that may challenge people's previously held beliefs or assumptions and that rarely have a right or wrong answer. This is done in the spirit of intellectual inquiry and demands that we are all respectful, honest, and willing to engage tough questions with each other as a compassionate community.

3. BE PROACTIVE

I am here to support your learning this semester and will provide you with feedback in response to the course's formative and summative assessments. I cannot read minds, however – if you have any questions or concerns throughout the semester, please schedule an appointment with me and I would be happy to make any adjustments I can to facilitate a meaningful course experience.

4. BE COLLABORATIVE

We are a community of learners who are here to support and challenge each other. Each of us has the responsibility to be an engaged, reliable, and respectful group member who brings something to the class.

5. BE PROUD OF YOUR WORK

Each assignment builds upon the last and coordinates with the activities on the day it was due. Extensions, therefore, should only be requested when absolutely necessary and as soon as possible. If you need more time to do your best work, let me know. **More than three delayed assignments for any**

reason will result in scheduling a conference with the instructor and the program coordinator and may result in a student failing the class.

Each assignment must be turned in to the appropriate place. High quality writing, including grammar and mechanics, is expected of graduate students – please, proofread your work. Anything submitted with numerous errors may be returned to you for editing before grading.

GRADING

Your course grade is based on participation, weekly assignments, and final projects. Together, you and I will assess evidence from these three areas at midterm (MT) and at the end of the semester (F) to determine your final grade. Individual assignments will be evaluated with narrative feedback instead of points. I also write a narrative letter to you at the end of the semester detailing your growth in the class and noting areas for future growth. The PBA assignment will be evaluated with a rubric (see below).

Expectations	Above & Beyond Expectations (2)	Meeting Expectations (1)	Not Meeting Expectations (0)
1. Class Participation <ul style="list-style-type: none"> ■ Speaking ■ Listening ■ Regular attendance ■ Being a supportive cohort member 	MT		
	F		
Mid-Term _____ + Final _____ = _____			
2. Weekly Assignments (Exit Slips & Reading Reflections) <ul style="list-style-type: none"> ■ On time ■ Thoughtful ■ Concise ■ Responds to prompts 	MT		
	F		
Mid-Term _____ + Final _____ = _____			
3. Projects (Student Interviews, Inventory, Personal Goal, PBA, etc.) <ul style="list-style-type: none"> ■ On time ■ Thoughtful ■ Meets individual assignment expectations 	MT		
	F		
Final = _____x2			

FINAL GRADE GRID:

FINAL GRADE	No Pass	B	B+	A-	A	A+
Total Points	0-4	4	5-7	8	9	10

NOTE: A zero in any “Final Grade” category means you do not pass the class. If your final grades in each of the three categories are 1s, you earn a B. If you show marked improvement, you earn a B+ or an A-. Strong performances throughout the semester result in an A or A+.

CLASS SCHEDULE & READING ASSIGNMENTS

The specific class schedule and reading/assignment due dates will be available to you the first day of class.

☼ = a few hours of work ☼☼ = a few days of work ☼☼☼ = a few weeks of work

ASSIGNMENT (see Blackboard for rubrics)	DUE DATE	STANDARDS
Activity Analysis ☼ (Weekly) You will complete at least five “activity analyses” that evaluate one of the social studies methods or strategies used during the class period. These should be less than 500 words.	weekly upload to Activity Analysis discussion thread in Blackboard	Outcome B, D, I INTASC 4, 9 Dance, Music, Theater, Visual Arts
Reading Reflections ☼ (Weekly) By the end of the semester, you will respond to 8 discussion questions intended to facilitate deeper reflection on the authors’ ideas and to demonstrate that you completed the readings. These should be less than 500 words. (See reading schedule for questions)	weekly upload to Personal Posts on Blackboard	Outcome B, D, E, I INTASC 1, 3, 4, 5, 9
Personal Learning Goal ☼ (Project) Complete a self-assessment of your knowledge, skills, and dispositions regarding social studies teaching at the beginning and end of the semester. (Project)	Due: Mid-Term upload to Personal Posts on Blackboard	Outcome H INTASC 8, 9 NCATE 2d
Social Studies/Fine Arts Inventory ☼☼ (Project) You will conduct a survey of your placement site to investigate what social studies and fine arts resources are available to you.	TBD upload to Personal Posts on Blackboard	Outcomes A,D, E INTASC 1, 5, 7 All arts standards
Where I’m From Poem ☼ (Project) Based on the poem template, write a poem about where you are from. Fit the text of the poem and a picture that represents where you are from onto a PowerPoint slide. These will be shared either in small groups or as a class. Write a brief reflection the challenges and opportunities you face as a teacher based on where you are from and where you plan to teach. (Project)	TBD email PPT slide to instructor. Post reflection to Blackboard.	Outcome E INTASC 9

<p>What Are They Thinking? Student Interviews ☼☼ (Project) Select a term/phrase that you want students to define and describe in one-on-one interviews that you will record and analyze. The term/phrase may be connected to your unit or may be something that pertains to your practicum site. Record the interviews and upload an .mp3 clip with the corresponding reflection to Blackboard. (See Assignment Sheets on Blackboard) (Project)</p>	<p>TBD</p> <p>upload to WATT discussion thread on Blackboard</p>	<p>Outcome E, H INTASC 3, 7, 8, 9</p>
<p>Social Issue Unit (PBA) ☼☼☼ (Project) You will individually backwards design a social studies curricular unit that integrates the fine arts and a field trip. (See Assignment Sheets on Blackboard)</p> <p>Social Issue Website ☼☼ You will individually create a website for these lesson plans, resources, and links that will be connected to a class website. (See the course website www.elementarysocialstudies.weebly.com for examples of past work)</p>	<p>Essential Questions Due: Mid-term</p> <p>Unit Map TBD</p> <p>Final Unit TB</p> <p>**Post website link in TaskStream**</p>	<p>Outcome A, B, C, D, E, F, G, H, I INTASC 7 NCATE 2d Dance, Music, Theater, Visual Arts ISTE II, III</p>

****TaskStream Requirements****

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit the assessment (the unit plan website) to TaskStream. Evaluation of the Performance Based Assessment by the course instructor will also be provided using TaskStream. Failure to submit the PBA to TaskStream will result in the instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Integrated Social Studies and Fine Arts Integrated Unit Plan Rubric: EDCI 554

	Beginning 1 (Not Met)	Developing 2 (Not Met)	Accomplished 3 (Met)	Exemplary 4 (Met)	Score
Content and Standards INTASC 1 ACEI 3.3	Unit is not based on standards; is not developmentally appropriate. Content is inaccurate and/or exclusive. Big idea(s) and/or essential question not included or are not appropriate or do not promote thinking or connections.	Unit is based on standards for some subjects and/or some of the arts; some aspects not developmentally appropriate. Some content is inaccurate and/or exclusive. Unit includes a big idea(s) and essential question(s) but they have limited potential to promote thinking or connections.	Unit is based on standards for most subjects and most of the arts; is developmentally appropriate. Content is accurate and inclusive. Unit includes a big idea(s) and essential question(s) that promote some thinking and connections.	Unit is based on standards for all subjects and the arts; is developmentally appropriate. Content is accurate and inclusive of multiple and/or marginalized perspectives. Unit includes appropriate big idea(s) and essential question(s) that promote deep thinking and connections beyond the standards.	
Content Integration INTASC 7 ACEI 3.1	No subject areas other than social studies are included; poorly integrated.	Some of the subject areas are included; not well integrated. Narrow inclusion of social studies.	Most of the subject areas are included and fairly well integrated. Elements of some of the social studies are included (history, geography, economics, sociology, and civics).	All of the social studies and subject areas (science, mathematics, and language arts) are included and well integrated either in extension activities or planned lessons.	
Instructional Objectives INTASC 7 ACEI 3.1	None or few objectives are clear, obtainable, and measurable. Unit or daily objectives are not included. The lessons' order is confusing. The	Some objectives are clear, obtainable, and measurable. Unit or daily objectives are not included. The lessons do not seem to flow together. The	Most objectives are clear, obtainable, and measurable. Unit and daily objectives are included. Each lesson flows appropriately into the next. The unit	All objectives are clear, obtainable, and measurable. Unit and daily objectives are included. Each lesson flows appropriately into the next and thoughtfully	

	unit is not well organized and difficult to follow.	unit is not particularly well organized and difficult to follow.	is well-organized and easy to follow.	scaffolds students' learning. The unit is well-organized and easy to follow.	
Materials INTASC 4 ACEI 3.1	Materials are not included.	Not all materials are included and/or the use is unclear; few materials are hands-on and/or authentic. No community resources are utilized.	All materials are included but use is unclear; some materials are hands-on and/or authentic. Some community resources are utilized.	All materials are included and use is clear; all materials are hands-on and/or authentic. Community resources are effectively utilized.	
Multiple Intelligences INTASC 3 ACEI 3.2	No multiple intelligences are addressed. OR 1-2 are appropriately addressed. OR 3-4 are addressed but not all appropriately.	3-4 multiple intelligences are appropriately addressed. OR at least 5 are addressed but not all appropriately.	At least 5 of Gardner's multiple intelligences are appropriately addressed. OR all are addressed but not all appropriately.	All of Gardner's multiple intelligences are appropriately addressed.	
Differentiation INTASC 3 ACEI 3.2	The unit is not adaptable. It does not offer extensions or adaptations. Unit does not show understanding of cultural differentiation.	The unit is not very adaptable. It does not offer extensions OR adaptations or they are inappropriate. Unit shows minimal understanding of cultural differentiation.	The unit is somewhat adaptable. It offers some extensions and adaptations, most of which are appropriate. Unit shows some understanding of cultural differentiation.	The unit is highly adaptable. It offers appropriate extensions for more motivated learners and adaptations for students with special needs or learning style preferences. Unit shows deep understanding of cultural differentiation and awareness of students' backgrounds.	
Student Centeredness INTASC 5 ACEI 3.4	The unit is flat and uninspiring. There is no evidence of student choice or flexibility in pace, topic or end product.	The unit is appealing, but student choice and flexibility are limited. Students have little opportunity to be creative.	The unit is appealing, and there is evidence of instructional flexibility or accommodation of students' interests and voice.	The unit is appealing, it invites students to be <i>creative</i> , and encourages students to take responsibility for their own learning. At least one lesson supports student	

				choice and responsibility. Student voice is meaningfully integrated in the unit.	
Assessment INTASC 8 ACEI 4.0	No variety; no alternative assessments; not aligned with objectives. Culminating assessment only multiple choice or no culminating assessment included.	Little variety in assessment strategies; few alternative strategies; few assessments aligned with objectives. Culminating assessment limited to multiple choice test.	Some variety of assessment strategies included; some alternative strategies included; assessments aligned with objectives. Culminating assessment not limited to multiple choice test.	Multiple and alternative assessment strategies are included and aligned with objectives. Culminating assessment not limited to multiple choice test.	
Social Studies Instruction INTASC 4 ACEI 2.4	Unit shows little understanding of and ability to apply principles of effective social studies teaching. Unit has no engagement and meaning for students.	Unit shows some understanding of and ability to apply principles of effective social studies teaching. Unit has limited engagement and meaning for students.	Unit shows an adequate level of understanding of and ability to apply principles of effective social studies teaching. Unit is fairly engaging and meaningful to students.	Unit shows a high level of understanding of and ability to apply principles of powerful and effective social studies teaching. Unit is highly engaging and meaningful to students.	
Fine Arts Instruction INTASC 4 ACEI 2.5	Creative and meaningful learning is not established through teaching with the arts.	Unit integrates the arts, but does not support creative and meaningful learning through teaching with the arts.	Some unit ideas support creative and meaningful learning through teaching with the arts.	Creative and meaningful learning through teaching with the arts (visual arts, movement, theater, and music) is deeply embedded in both instruction and assessment.	

If an element of the rubric is not included: 0.

Total points: _____ /40

MASON EXPECTATIONS & RESOURCES

The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, research-based practice, social justice, and innovation. Students are expected to adhere to these principles:

<http://cehd.gmu.edu/values/> as well as the guidelines of the GMU Honor Code: <http://oai.gmu.edu/honor-code/>.

Students with disAbilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester: <http://ods.gmu.edu/>. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing. <http://writingcenter.gmu.edu/>

Students must follow the university policy for Responsible Use of Computing. <http://universitypolicy.gmu.edu/1301gen.html>. Students are responsible for the content of university communications sent to their GMU email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account. Students must follow the university policy stating that all sound-emitting devices shall be turned off during class unless otherwise authorized by the instructor. Students are expected to exhibit professional behaviors and dispositions at all times.

The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance. <http://caps.gmu.edu/>

STANDARDS

To complete this course, you must show evidence that you have satisfied the following teaching standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline s/he teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
7. The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Social Studies (NCATE):

2d. Candidates know, understand and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, and the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.

National Content Standards for Arts Education

<http://artsedge.kennedy-center.org/educators/standards/full-text/K-4-standards.aspx#Dance>

Dance:

1. Understanding dance as a way to create and communicate meaning
2. Applying and demonstrating critical and creative thinking skills in dance
3. Demonstrating and understanding dance in various cultures and historical periods.
4. Making connections between dance and healthful living
5. Making connections between dance and other disciplines

Music

1. Singing, alone and with others, a varied repertoire of music.
2. Performing on instruments, alone and with others, a varied repertoire of music.
3. Listening to, analyzing, and describing music.
4. Understanding relationships between music, the other arts, and disciplines outside the arts.
5. Understanding music in relation to history and culture.

Theater

1. Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history.
2. Acting by assuming roles and interacting in improvisation.
3. Designing by visualizing and arranging environments for classroom dramatizations.
4. Directing by planning classroom dramatizations
5. Researching by finding information to support classroom dramatizations.
6. Analyzing and explaining personal preferences and constructing meanings from classroom dramatizations and from theatre, film, television, and electronic media productions
7. Understanding context by recognizing the role of theater, film, television, and electronic media in daily life.

Visual Arts

1. Understanding and applying media, techniques, and processes
2. Using knowledge of structures and functions
3. Choosing and evaluating a range of subject matter, symbols, and ideas
4. Understanding the visual arts in relation to history and cultures.
5. Reflecting upon and assessing the characteristics and merits of their work and the work of others.
6. Making connections between visual arts and other disciplines.

Technology (ISTE) (covers VA Technology Standards for Instructional Personnel):

- II. Teachers plan and design effective learning environments and experiences supported by technology.
- III. Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.